

# AP English Language & Composition/University of Bridgeport English 101 Composition & Rhetoric Summer Reading Assignment 2022

Instructor: Mrs. Trabucchi (pronounced Tra-BOO-key)

Room: F207

Email: [ltrabucchi@bridgeportedu.net](mailto:ltrabucchi@bridgeportedu.net)

Welcome to AP English Language & Composition/University of Bridgeport English 101 Composition & Rhetoric! Your summer reading assignment has two parts and will be counted in your first marking period grade. It is your first opportunity to succeed in a college level English course, so do your best, pace yourself, and know that you can reach me at the above email address or on Teams if you have any questions.

The type of reading and analysis you will do in this class represents a shift in focus from the plot and theme of a text to the writer's purpose and the strategies they use to achieve that purpose. You will be frequently asked to locate a writer's claims and identify how they develop their line of reasoning to support those claims in a variety of nonfiction texts. The assignments below will help prepare you for this type of analysis and give you a feel for reading and interpreting nonfiction texts.

Keep these assignments together to hand in as an organized packet. You have a few options: (1) Handwrite the assignments in a spiral notebook with clear sections, (2) Type the assignments, then print and assemble them in a three-prong folder or small binder with clear sections, (3) Organize your typed documents in a folder on OneDrive and share it with me, or (4) Upload pictures of your handwritten work in a folder on OneDrive and share it with me. **Let me know if you need assistance organizing your work in a folder on OneDrive.**

**Summer Reading Assignment Due Date: Friday September 2, 2022**

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## Assignment 1: Excerpts of *Outliers* by Malcolm Gladwell & Reading Log

Read these attached chapters of Malcolm Gladwell's *Outliers*: Chapter 1 "The Matthew Effect", Chapter 4 "The Trouble with Geniuses, Part 2", and Chapter 8 "Rice Paddies and Math Tests".

As you read, annotate them thoroughly (either hard copy or electronically) and keep a Reading Log. Your Reading Log must have these components:

- 1. Vocabulary:** Create a Vocabulary section of your notebook/binder/OneDrive folder and keep a running list of words you find and don't know there. Write each word along with a page number, an appropriate definition from a dictionary, and the phrase or sentence where you found it. **\*\*You should have at least 3 vocabulary entries recorded from each chapter. Even if you know all the words, choose ones that you aren't as familiar with to list in this section.\*\***
- 2. Chapter Notes & Responses (to be completed for each chapter)**

Identify the claims Gladwell makes about the types of factors that lead to success and the examples he uses to support his claims. Take notes using the format below (known as a dialectical journal), with the claims/examples you are paraphrasing on one side, and the text evidence on the other, cited according to MLA format.

**\*\*Each chapter should have 4-5 pieces of text evidence paired with your noted claims or examples.\*\***

An example is on the next page.

Example: Chapter 1 – “The Matthew Effect”

Text Evidence	Claims and/or Examples
“People don’t rise from nothing. We do owe something to parentage and patronage. The people who stand before kings may look like they did it all by themselves. But in fact they are invariably the beneficiaries or hidden advantages and extraordinary opportunities and cultural legacies that allow them to learn and work hard and make sense of the world in ways others cannot” (Gladwell 19).	Gladwell claims that successful people achieve success due to certain advantages they possess or opportunities they have access to. He then suggests that these types of uncontrollable factors lead to an aptitude for learning and a good work ethic.

Below the chart for each chapter, analyze your notes in a **1-2 paragraph response** by doing the following:

- Connect how the claims and examples included in each chapter relate to Gladwell’s overall ideas about what contributes to a person’s success.
- Note whether or not you agree with these claims and explain why.

Feel free to include additional notes, observations, questions, or reflections you find helpful for our class discussion in this section.

**\*\*Remember your goal here is not to summarize each chapter – it is to analyze and evaluate the claims Gladwell is making and what examples he uses to support those claims.\*\***

**\*\*In total, you should have three sets of Chapter Notes and Responses (1 set for each chapter).\*\***

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## Assignment 2: Current Events & Analysis of News Articles

Another main component of our course involves being aware of current events and building a foundation of contemporary examples and evidence to support the arguments you will be asked to make in your writing. The best way to prepare for this is to read reputable sources of news, specifically newspaper or news magazine articles, either printed or online.

For this part of the assignment, choose **2 news articles** to read and analyze this summer. The length of each article may vary, but the publication dates should be from June, July, or August 2022. Choose articles that relate to current, global, national, or local events – sports or entertainment articles do not count unless they have a connection to a serious issue – keep an eye out for important events that happen that could relate to larger topics of discussion.

Acceptable news sources include but are not limited to:

- *The New York Times*
- *The Wall Street Journal*
- *The Washington Post*
- *The New Yorker*
- *The Economist*
- *Time Magazine*
- *Newsweek*
- *The Week*
- *The Atlantic*
- *USA Today*
- *The Los Angeles Times*  
(and other regional,

metropolitan daily  
newspapers such as  
*The Hartford Courant*)

- CNN
- NBC, ABC, and CBS  
News

Annotate both articles thoroughly, either hard copy or electronically. Include the link for each article in your annotated document if you are completing this assignment electronically.

Then for each article, do the following [Note my example below the list – it's for an article from 2018]:

1. List the main points the writer makes (can be bulleted).
2. Write a brief response to the article (1-3 sentences).
3. Add unfamiliar words to the Vocabulary section of your notebook/binder/One Drive folder if necessary.

### Example of News Article Analysis –

“Colleges Grapple With Where—or Whether—to Draw the Line on Free Speech” by Alina Tugend,  
*The New York Times*, June 5, 2018

[<https://www.nytimes.com/2018/06/05/education/learning/collegesfreespeech.html?hpw&rref=education&action=click&pgtype=Homepage&module=wellregion&region=bottomwell&WT.nav=bottom-well>]

#### Main Points:

- Colleges and universities are addressing the issue of protecting free speech on college campuses when the opinions expressed by guest speakers conflict with the political views of the majority of students.
  - One side argues that college students should be able to listen to those whom they disagree with and respect their views and that this is part of the college experience, while the other argues that forms of speech that may marginalize members of the community or make them feel unsafe should be prohibited, whether or not that compromises free speech.
- Many students go to college without having ever interacted with people who have different opinions or lifestyles.
- Professors and academic directors are forming programs and initiatives to inform college students about the fundamentals of free speech and provide opportunities for them to interact with others who have opposing viewpoints.
- The director who was interviewed clarified that promoting freedom of speech doesn't excuse hate speech – just because a person's right to speak is protected doesn't mean they will be invited to speak at a college campus if they promote hate speech or offensive views.

**My Response:** I was interested to learn that the political disagreements and unrest happening in our society after the 2016 presidential election have affected college campuses in this way. I agree that people should have opportunities to interact with those who think differently than they do, so I was happy to read that several colleges and universities are creating ways for their students to do that. I do think it's important to not condone the spread of hate speech though.

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**Note:** I will be grading this summer reading assignment based on effort, so make sure you complete all parts of it and try your best so you are ready to discuss it in the fall and start the semester off on a strong note. The rubric is on the last page of this document. **Any assignment that is plagiarized will receive a grade of**

zero and a referral to your administrator per the CHS and University of Bridgeport plagiarism policies.

I'm looking forward to discussing these texts with you and seeing what you come up with! Remember you can email me at [ltrabucchi@bridgeportedu.net](mailto:ltrabucchi@bridgeportedu.net) if you have any questions. Wishing you all a great summer! ☺

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**AP English Language & Composition/UB English 101 Composition & Rhetoric Summer Reading Assignment Rubric**

**Assignment 1** – Excerpts of *Outliers* by Malcolm Gladwell & Reading Log

- Annotations \_\_\_\_\_/5
  - Vocabulary \_\_\_\_\_/6
    - At least 3 entries from each chapter, 9 total
  - Chapter Notes & Responses \_\_\_\_\_/24
    - 3 sets total, at least 4 pieces of text evidence for each chapter, at least 1 paragraph response per chapter that addresses all parts of the prompt
- Total: \_\_\_\_\_/35
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**Assignment 2** – Current Events & Analysis of News Articles

- Annotations for both articles \_\_\_\_\_/5
  - Complete analysis for each article \_\_\_\_\_/10
    - Main points and personal response
- Total: \_\_\_\_\_/15

**Total Score:** \_\_\_\_\_/50